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ABSTRACT

This book is an effort to examine the theory and practice of educational assessment while taking a step toward the development of a new paradigm. Fundamental changes in the way education is conceptualized must accompany the effort to rethink assessment theory and practice. The following chapters are included: (1) "The Need for a New Science of Assessment" (Harold Berlak); (2) "Assessing Mathematics Competence and Achievement" (Thomas A. Romberg); (3) "The Assessment of Discourse in Social Studies" (Fred M. Newmann); (4) "The Nature of Authentic Academic Achievement" (Fred M. Newmann and Doug A. Archibald); (5) "A Model of Competence, Motivation, and Behavior, and a Paradigm for Assessment" (John Raven); (6) "Recognizing Achievement" (Elizabeth Adams and Tyrrell Burgess); (7) "Approaches to Assessing Academic Achievement" (Doug A. Archibald and Fred M. Newmann); and (8) "Toward the Development of a New Science of Educational Testing and Assessment" (Harold M. Berlak). (Contains 1 table, 1 grid, 20 figures, and 301 references.) (SLD)

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